| lame | Date |
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# **Daily Launch Day 1**

Do Now: "Reading" the ALFA Lab

Instructions: Go around the ALFA Lab classroom. Visit each station. What do you see? Write a comment or a question about each station in the boxes below. Do you see any words that are new to you? List the new words at the bottom of this page.



| MAIN STATION  | WORDOLOGY             |
|---------------|-----------------------|
|               |                       |
| MEDIA MADNESS | COLLABORATION STATION |
|               |                       |
|               |                       |

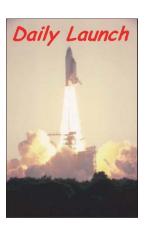
**New Words:** 

| Name | Date |
|------|------|
|      |      |

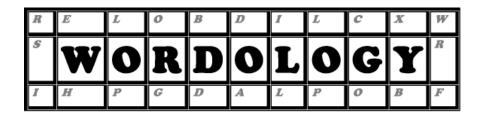
# **Daily Launch Day 2**

Do Now: Discussion Behaviors (Part 1)

Instructions: Watch the "Good and Bad Group Work" video.
Use a ✓ mark beside each sentence to indicate if the students are doing good or bad group work.



|          |                           | Bad Group<br>Work | Good Group<br>Work |
|----------|---------------------------|-------------------|--------------------|
| <b>•</b> | Avoid Interrupting        |                   |                    |
| <b>♦</b> | Take Turns                |                   |                    |
| <b>♦</b> | Listen Before Judging     |                   |                    |
| <b>♦</b> | Stay Focused on the Topic |                   |                    |
| <b>•</b> | Locate Support in Text    |                   |                    |
| <b>•</b> | Give Specific Feedback    |                   |                    |
| <b>•</b> | Acknowledge Others' Ideas |                   |                    |

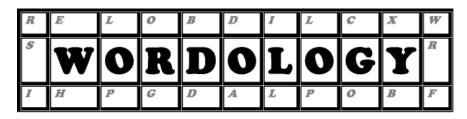


# Wordology Activity #1: Vocabulary Scramble

*Instructions:* Unscramble the letters to find words that fit in the boxes. All the words come from the Word Bank at the bottom of the page.

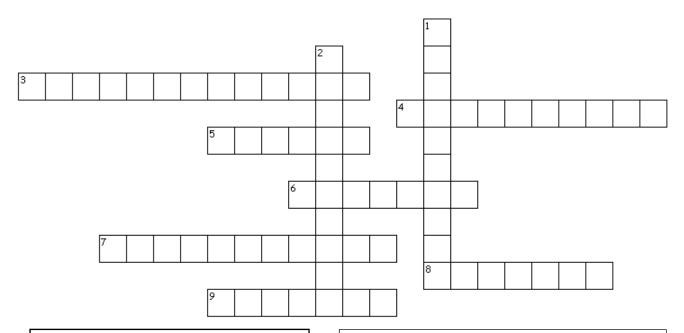
| 1. What do you            | call it whe       | n peop  | ole wo          | ork to | oget  | ther?   |      |      |      |      |       |       |          |
|---------------------------|-------------------|---------|-----------------|--------|-------|---------|------|------|------|------|-------|-------|----------|
| nolbator                  | aclio             |         |                 |        |       |         |      |      |      |      |       |       |          |
| 2. A group of po          | eople or an       | imals   | in one          | e plac | ce is | a       |      |      |      |      |       |       | _•       |
| tilaponu                  | ро                |         |                 |        |       |         |      |      |      |      |       |       |          |
| 3. Tigers don't           | have enou         | gh spa  | ce to l         | ive a  | nd l  | hunt    | nov  | N, S | o th | eir  | spec  | cies  | is       |
| denngar                   | ede               |         |                 |        |       |         |      |      |      |      |       |       |          |
| 4. Feeling sleep          | y in class is     | s one o | f the           |        |       |         |      |      | of s | tayi | ng u  | ıp to | oo late. |
| sceftef                   |                   |         |                 |        |       |         |      |      |      |      |       |       |          |
| 5. An animal's ı          | natural livi      | ng spa  | ce is c         | alled  | lits  |         |      |      |      |      |       |       | •        |
| thitbaa                   |                   |         |                 |        |       |         |      |      |      |      |       |       |          |
| 6. Animals with           | out protec        | tion a  | re              |        |       |         |      |      | t    | o hı | ınte  | rs.   |          |
| lebarunv                  | el                |         |                 |        |       |         |      |      |      |      |       |       |          |
| 7. If a species o         | f animals n       | o long  | er live         | es on  | Eai   | rth, it | is _ |      |      |      |       |       | •        |
| tenxcit                   |                   |         |                 |        |       |         |      |      |      |      |       |       |          |
| Word Bank                 |                   |         |                 |        |       |         |      |      |      |      |       |       |          |
| collaboration interaction | effects<br>status |         | dange<br>pulati |        |       |         |      |      |      | ha   | abita | at    |          |





# Wordology Activity #2: Wild Animals Survival Crossword

*Instructions:* Choose words from the Word Bank to complete this puzzle. The Clues box will help you decide which words fit in which spaces.



# **Word Bank**

habitat

collaboration interaction effects population endangered status extinct vulnerable

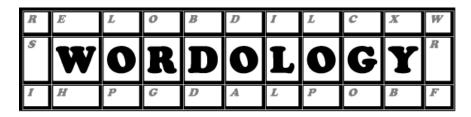
## **Clues**

#### Down

- 1. at risk for serious trouble
- 2. a group of people or animals

#### **Across**

- 3. working together
- 4. in danger of disappearing completely
- 5. situation
- 6. favorite place to live
- 7. contact with others
- 8. results
- 9. completely gone from the world



# Wordology Activity #3: Find the Cat!

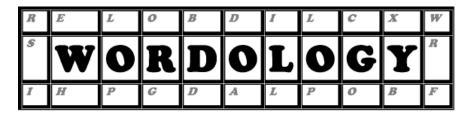
*Instructions:* Read each definition. Choose a word from the Word Bank that matches it. Write the word and the letter that goes with it in the answer space. When you finish, read down the letter boxes to find another Big Cat! Some words and definitions are used more than once. One answer has already been filled in for you.

| De  | finitions                               | Words and matching lett | ers |
|-----|---|-------------------------|-----|
| 1.  | At risk for being in trouble            | Vulnerable              | M   |
| 2.  | The place where an animal lives         |                         |     |
| 3.  | Results of something that happens       |                         |     |
| 4.  | When people work together               |                         |     |
| 5.  | Having contact with others              |                         |     |
| 6.  | When a kind of animal no longer exists  |                         |     |
| 7.  | In danger of disappearing completely    |                         |     |
| 8.  | When people work together               |                         |     |
| 9.  | A group of people or animals in a place |                         |     |
| 10. | In danger of disappearing entirely      |                         |     |
| 11. | The place where an animal lives         |                         |     |
| 12. | When people work together               |                         |     |

Read down the letters in the boxes on the right side. Which Big Cat name do they spell out? Write it here!

| Word | <b>Bank</b> |
|------|-------------|
|------|-------------|

collaboration - N effects - U endangered - I extinct - A habitat - O interaction - T status - X population - L vulnerable - M



# **Composing Meaningful Sentences**

| station to write Meaningful Sentences using the vocabulary words listed below. (Remember, a Meaningful Sentence is a sentence that shows that you know wha |                   |                       |                       |                                       |
|--|-------------------|-----------------------|-----------------------|---------------------------------------|
| the word means!) Read and discuss your sentences with your teammates.  |                   |                       |                       |                                       |
|  |                   |                       |                       |                                       |
|  |                   |                       |                       |                                       |
|  |                   |                       |                       |                                       |
|  |                   |                       |                       |                                       |
|  |                   |                       |                       |                                       |
|  |                   |                       |                       |                                       |
|  |                   |                       |                       |                                       |
|  |                   |                       |                       |                                       |
|  |                   |                       |                       |                                       |
|  |                   |                       |                       |                                       |
|  |                   |                       |                       |                                       |
|  |                   |                       |                       |                                       |
|  |                   |                       |                       | · · · · · · · · · · · · · · · · · · · |
|  |                   |                       |                       | · · · · · · · · · · · · · · · · · · · |
|  |                   |                       |                       |                                       |
|  |                   |                       |                       |                                       |
| Word Bank  |                   |                       |                       |                                       |
| collaboration interaction  | effects<br>status | endangered population | extinct<br>vulnerable | habitat                               |



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# **COLLABORATION**

## **STATION**

## **Big Cats Text Walk**

*Instructions:* Look at the cover of the book *Big Cats*. Open it and flip through the pages. Look at the book as you **read and discuss these questions** with your team. After you talk about all the questions, **write your own answer** under each question.

| 1. | Find one thing in the book—a picture or a statement—that you've already seen or heard about. What is it?                     |
|----|--|
|    |  |
|    |  |
| 2. | Find one thing that is new to you and that you want to learn more about. What is it? Why do you want to learn more about it? |
|    |  |
|    |  |
| 3. | What do you like about the way this book is put together?  |
|    |  |
|    |  |

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*Instructions:* Watch the video at the link below on your device (tablet or laptop, depending on your teacher's instructions).

## https://www.youtube.com/watch?v=BYm Mn7Hxag

As you watch the video, take notes in the chart below about each of the three cats introduced. (You can watch the video more than once if you need to!)

| Jaguai       | Habitat (where it lives)                    |  |
|--------------|---|--|
| Three        | facts I learned:                            |  |
| 1.           |   |  |
|              |   |  |
|              |   |  |
|              |   |  |
| Tiger        | Habitat (where it lives)                    |  |
| <u>Three</u> | facts I learned:                            |  |
| 1.           |   |  |
| 2.           |   |  |
|              |   |  |
|              | ture by Claudio Gennan                      |  |
| Moun         | tain Lion (Cougar) Habitat (where it lives) |  |
| Three        | facts I learned:                            |  |
| 1.           |   |  |
|              |   |  |
|              |   |  |
| J.           |   |  |